

Examining the Relationship between Pragmatic Awareness and Translation Accuracy: A Step toward Understanding and Addressing Algerian EFL Learners' Translation Difficulties

استقصاء العلاقة بين الوعي التداولي ودقة الترجمة: نحو فهم ومعالجة صعوبات الترجمة لدى متعلمي الإنجليزية كلغة

أجنبية في الجزائر

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• Abstract:

This paper investigates pragmatic translation challenges and the role of pragmatic awareness in translation proficiency among Algerian university EFL learners. Employing a quantitative, correlational design, data were gathered through a survey-based approach administered to 112 EFL students from diverse Algerian universities. The findings indicate that learners experience substantial challenges in comprehending and translating implied meaning, cultural allusions, and speech acts. A strong positive correlation was found between pragmatic awareness and translation performance, with learners exhibiting varying levels of pragmatic awareness. These results underscore the critical role of pragmatic competence in effective translation and the imperative for explicit pragmatic instruction within EFL curricula. The study demonstrates the need for targeted pedagogical interventions focusing on pragmatic competence development in EFL translation curricula.

Keywords:

Challenges, EFL, pragmatic awareness, pragmatic competence, translation proficiency.

• ملخص

تتقصى هذه الورقة البحثية التحديات التداولية في الترجمة ودور الوعي التداولي في تنمية الكفاءة الترجمة لدى طلبة الإنجليزية كلغة أجنبية في الجامعات الجزائرية. وقد اعتمدت الدراسة منهجاً كمياً ارتباطياً، وجمعت البيانات عبر استبيان وُزِع على 112 طالباً من جامعات جزائرية مختلفة. وتُظهر النتائج أن الطلبة يواجهون صعوبات كبيرة في فهم وترجمة المعاني الضمنية، والإحالات الثقافية، وأفعال الكلام. كما كشفت الدراسة عن وجود علاقة ارتباطية إيجابية قوية بين الوعي التداولي والأداء الترجمة، مع تبائن مستويات الوعي التداولي لدى المتعلمين. وتؤكد هذه النتائج الدور المحوري للكفاءة التداولية في الترجمة الفعالة، والحاجة الملحة إلى تدريس صريح لمفاهيم التداولية ضمن مناهج اللغة الإنجليزية. وتبرز الدراسة ضرورة اعتماد تدخلات بيداغوجية موجهة تُعنى بتنمية الكفاءة التداولية في مناهج الترجمة للمتعلمين.

الكلمات المفتاحية:

التحديات، الإنجليزية كلغة أجنبية، الوعي التداولي، الكفاءة التداولية، الكفاءة الترجمة.

• Introduction

In our increasingly interconnected world, translation is crucial for facilitating cross-cultural communication, enabling access to knowledge, and fostering global cooperation. However, effective translation necessitates understanding cultural and pragmatic nuances, going beyond mere literal conversion to achieve accurate and meaningful communication. In principle, university EFL learners should be able to accurately translate texts while keeping their pragmatic meaning. It is believed that a strong foundation in pragmatics would help EFL learners navigate the complexities of translation and avoid any misinterpretation. Notwithstanding this, most EFL speakers face significant challenges in pragmatic translation. In Algerian universities, for example, the Bachelor's degree in EFL studies follows a common core curriculum where all Algerian students study the same subjects across all universities for three years before specializing in a specific field in their Master's studies. Deficiently, it is noticed that Pragmatics is not taught as a separate subject during the Bachelor's degree, yet it is covered only as a single lesson within the Linguistics module in the fourth semester.

As a result, many students graduate with very limited awareness and knowledge of pragmatic aspects necessary for translation or for any other accurate interpretation. This, in turn, makes them struggle to recognize and convey meaning in the target language beyond the literal level. In addition, the consequences of this gap in pragmatic awareness are evident in translation difficulties. Algerian EFL learners face difficulties in interpreting implied meaning, adapting expressions to different cultural contexts, or choosing the most suitable equivalents in the target language. This also seems to lead to misunderstanding and ineffective communication. In both academic and professional settings, these challenges can affect individuals' performance and limit their ability to succeed in careers that require high level translation skills.

To address this issue, it is important to scrutinize the specific challenges that Algerian EFL learners encounter in translation, as well as to examine the relationship between pragmatic awareness and translation accuracy as a key step towards overcoming the possible difficulties. To this end, the current research paper aims to:

- Identify the common challenges that Algerian university EFL learners encounter in pragmatic translation.
- Investigate the correlation between pragmatic awareness and translation performance among Algerian university EFL learners.
- Quantify the extent to which Algerian university EFL learners demonstrate pragmatic awareness in translation.

Building on these aims, the following research questions are formulated:

- What are the common challenges that Algerian university EFL learners face in pragmatic translation?

- Is there a statistically significant correlation between Algerian university EFL learners' pragmatic awareness and their translation performance?
- To what extent do Algerian university EFL learners demonstrate pragmatic awareness in translation?

In accordance with these research questions, the following hypotheses are proposed:

- Algerian university EFL learners face significant difficulties in pragmatic translation, particularly in understanding and accurately interpreting implied meaning, cultural references and speech acts.
- H_0 : There is no statistically significant correlation between Algerian university EFL learners' pragmatic awareness and their translation performance.
- H_1 : There is a statistically significant positive correlation between Algerian university EFL learners' pragmatic awareness and their translation performance.
- Algerian university EFL learners display varying levels of pragmatic awareness in translation, with many showing a generally low level.

Research Design

This study adopts a quantitative correlational research design to scrutinize the common challenges that Algerian university EFL learners encounter in pragmatic translation and to examine the relationship between pragmatic awareness in translation and performance on a pragmatic translation test among them. A survey-based approach was employed to collect data from a sample of 112 participants, allowing for statistical analysis to identify patterns and correlations between variables.

Target Population, Sample and Sampling Technique

The target population of this study consists of Algerian EFL learners from various universities. A total of 112 responses was received. To ensure a diverse sample, the online questionnaire was distributed to Algerian EFL students through multiple channels, including direct sharing with students, collaboration with university colleagues who further disseminated the questionnaire, and posting it on Facebook groups related to different Algerian universities. Given this approach, the study employed a combination of convenience sampling and snowball sampling with voluntary response. On the one hand, convenience sampling was used as the questionnaire was shared with students who were readily accessible. On the other hand, snowball sampling allowed for a wider reach as EFL teachers shared the survey with their students. Hence, it is worth mentioning that even though this sampling strategy was effective in ensuring a broad and diverse sample, it has a limitation in terms of generalizability of the research findings because participation in the study was self-selected rather than random.

Data Collection Tools

The study utilized an online semi-structured questionnaire composed of four sections. The first section was devoted to the demographic information. It gathered details about the participants' educational background, translation training, and translation frequency (from English into Arabic and vice versa). This information was essential in determining potential factors influencing both pragmatic awareness and translation performance.

The second section dealt with challenges in pragmatic translation. It consisted of seven multiple-choice questions that examined the participants' awareness of key pragmatic elements in translation, including implicit meaning and indirectness, speech acts, politeness strategies and cross-cultural variations, and culture-specific expressions and idiomatic translation. The responses in this section provided quantitative insights into common challenges faced by Algerian EFL learners when translating pragmatically sensitive content.

The third section consisted of the Pragmatic Awareness Scale. It included 12 Likert-scale items adapted from Taguchi, as cited in Akramovna¹⁰, in order to measure self-reported pragmatic awareness in translation. The items assess various aspects of pragmatic competence in translation, such as sensitivity to implied meaning, awareness of speech acts in translation, consideration of contextual and cultural factors, and also recognition of politeness and formality adjustments. Each item was rated on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). A total pragmatic awareness score, ranging from 12 to 60, was calculated for each participant with higher scores indicating a higher level of pragmatic awareness.

The fourth section of the survey included the translation test which was designed to assess the participants' ability to accurately interpret and translate pragmatically rich sentences. The test consisted of 14 scenarios in English each with three Arabic translations. The participants had to select the most pragmatically appropriate option. The test covered four key pragmatic categories: indirect meaning and implicature, politeness and formality adjustments, euphemisms and cultural sensitivity, and Idioms and culture-bound expressions. Each correct answer was awarded one point, leading to a total pragmatic translation score for each participant, with a maximum possible score of 14.

1. Theoretical Background

1.1 The Multifaceted Nature of Translation

The process of translation is far from monolithic, encompassing a range of approaches and considerations. Translation can be categorized into different types based on various theoretical perspectives. Hassan¹, for instance, distinguished between direct translation, which replaces linguistic features with equivalents in the target language, and oblique translation, which employs

¹ Hassan B. A. - Literary Translation: Aspects of Pragmatic Meaning - Cambridge Scholars Publishing, Newcastle upon Tyne, UK, 2011.

complex methods to maintain stylistic effects. Jakobson, as cited in Hasssan¹, on the other hand, identifies three types of interpretation: intralingual (within the same language), interlingual (between languages), and intersemiotic (from verbal to nonverbal signs). Additionally, Nida² classifies translation theories into philological, linguistic, and sociolinguistic, with the latter emphasizing communication and function. Tytler³ provided early translation principles, but the field has since grappled with the distinction between prescriptive and descriptive approaches.

Moreover, Nida² distinguishes between formal equivalence, which preserves the original form and content, and dynamic equivalence, which prioritizes the receptor's experience. Larson⁴ clearly differentiates form-based (literal) and meaning-based (idiomatic) translations, aligning with Beekman and Callow⁵. Newmark⁶ similarly contrasts semantic translation, which retains the source structure, with communicative translation, which ensures equivalent impact. It appears that Nida's dynamic, Larson's idiomatic, and Newmark's communicative translations share the goal of achieving an equivalent effect in the target language, while formal, literal, and semantic translations focus on structural accuracy. The multifaceted nature of translation, encompassing diverse theoretical perspectives and approaches to achieve varying degrees of equivalence, necessitates a deeper exploration of translation competence, the complexities inherent in the translation process itself, and the crucial criteria used for evaluating the quality of the translated text.

a. Translation Competence

Translation competence, inspired by the concept of linguistic competence, lacks a universally accepted definition. Biskri et al.⁷ and Triki⁸ agree that different scholars have referred to translation competence using various terms such as transfer competence, translation competence, translator competence, and translation ability. Pacte, as cited in Triki⁸, defines it by considering its components, nature, and learning process. He defines translation competence as a system of interrelated knowledge and skills that interact depending on the translation task.

According to him, it comprises several sub-competencies, including linguistic knowledge (communicative competence), general world knowledge (extra-linguistic competence), instrumental-professional competence related to translation tools and professional behavior, and psycho-physiological competence, which involves psychomotor, cognitive, and psychological skills. Additionally, transfer competence, the core component, enables understanding and expressing the source text in the target language, while strategic competence helps solve translation challenges. Ressurrecció et al.⁹ further support this view by identifying five parameters that shape translation competence: language, textual, subject, cultural, and transfer competence. This complex

² Nida, G. *Self and Other: A Chinese Perspective on Interpersonal Relationships*. *Journal of Pragmatics*, 25, 1996

³ Tytler, A. F. *Essay on the Principles of Translation*. John Stockdale: London, 1991

⁴ Larson, A. E. *Papers on Translation Theory and Practice*. *Al-Lisan Al-Arabi*, (43), 1997

⁵ Beekman, J. & Callow, J. *The Translation Process: A View of the Mind*, 1989

⁶ Newmark, P. (2002). *A Textbook of Translation*. Prentice Hall: London & New York.

⁷ Biskri N., Boucharif N., & Bougherira N. - Identification of Translation Difficulties: Annaba University MA Translation Students in Focus - in *Translation - V. 9 - N. 1*, 2022

⁸ Triki M. - *A Pragmatic Approach to the Study of English/Arabic/English Translation Errors: Case Study of Fourth Year Translation Students at Mentouri University Constantine 1 - Doctoral Thesis - Department of Letters and the English Language - Mentouri University Constantine - Algeria*, 2017.

⁹ Ressurrecció, R., Doany, N., Johnson, M., & Drummond, K. *Universals and Particulars in Telephone Openings*. *Research on Language and Social Interaction*, 24, 1991

interplay of competencies is ultimately geared towards achieving equivalence between the source and target texts, which is a crucial aspect of successful translation.

b. Translation Equivalence

Translation equivalence is a fundamental concept in translation theory that ensures a translated text preserves the meaning, intent, tone, and nuances of the original while adapting it to the target language¹⁰. Since languages differ in structure and expression, achieving equivalence requires balancing linguistic accuracy with cultural and contextual considerations. Akramovna¹⁰ identifies different types of equivalence, including formal equivalence, which focuses on direct, word-for-word translation, and dynamic equivalence, which prioritizes conveying the intended meaning. Other models, such as pragmatic and cultural equivalence, emphasize the function of the text and its cultural context. Ensuring translation equivalence is essential for effective communication across various fields, such as law, diplomacy, and literature¹⁰. However, linguistic and cultural differences make achieving perfect equivalence challenging, requiring translators to make complex decisions to maintain the integrity of the original message.

c. The Complexity of the Translation Process

The translation process is complex, requiring the transfer of meaning between languages while maintaining the original message and adapting it to the cultural and linguistic norms of the target language. Azziz and Lataiwish¹¹ define translation as converting spoken or written discourse into another language, emphasizing the act of transferring meaning. Many translation scholars^{12 13 8} agree that translation involves transferring both form and meaning between languages. The primary aim of this transfer is to facilitate cross-cultural communication. Baker¹⁴ describes translators as professionals responsible for producing texts that enable communication across cultures, which emphasizes meaning and cultural adaptation. This process involves both linguistic and cultural shifts to ensure that the translated text is appropriate for the target audience.

Translation is also believed to go beyond conversion, highlighting both understanding and creation. According to Boukhelef and Babou¹⁵, translation consists of two main activities: understanding the source text (ST) and creating the target text (TT). These processes do not occur separately but rather simultaneously. Often, difficulties in formulating the TT reveal gaps in the translator's understanding of the ST, requiring a reassessment of the original text. This reinterpretation may lead to revisions in translation strategies and previously made decisions. Ultimately, the mental processes involved in translation are similar to those used in everyday communication⁸.

¹⁰ Akramovna T. U. - Translation Equivalence: The Key to Accurate Cross-Cultural Communication - in Ethiopian International Journal of Multidisciplinary Research - V. 11 - N. 12 - 2024

¹¹ Azziz, A. & Lataiwish, M. Principles of Translation. University of Garyounis: Libya, 2000

¹² Dali Youcef L. - Crossing Cultures: Unravelling Pragmatic Complexities in Translating Religious Expressions from Algerian Arabic to English - in Aleph - V. 11 - N. 3 - 2024

¹³ Dicerto S. - Multimodal Pragmatics and Translation: A New Model for Source Text Analysis - Springer Nature, Cham, Switzerland, 2018.

¹⁴ Baker, M. In Other Words: A Coursebook on Translation. Routledge: London, 1992

¹⁵ Boukhelef F., & Babou A. - The Social Nature of Translation: The Shift from Textual to Contextual - in ALTRALANG Journal - V. 3 - N. 1 - 2021

Comprehension and interpretation occur naturally whenever individuals read or listen to language. Understanding even simple messages involves personal, social, and cultural knowledge. This means that, despite its complexity, the translation process mirrors the way individuals process and interpret information in daily life.

- *The Social Aspect of Translation*

Over a substantial period, the social aspect of translation has been overlooked due to linguistic approaches that do not look beyond the textual level. These approaches view translation as a straightforward process that follows specific patterns to transfer meaning from one language to another¹⁶. Traditionally, translation was seen as a linguistic task, disregarding social and cultural influences. This perspective aligns with Catford's¹⁷ definition, which describes translation as the replacement of text in one language with equivalent text in another. Similarly, Gutt¹⁸ notes that translation has typically been considered an interpretive process, where the goal is to communicate what someone else has expressed in another language.

From a sociological standpoint, however, translation is recognized as a social activity as it is deeply connected to society. Since its primary function is to transfer knowledge and culture, translation cannot be isolated from social contexts. Boukhelef and Babou¹⁵ argue that translation is increasingly viewed as a communicative act embedded within specific social settings and relationships. Boukhelef and Babou¹⁵ also indicate that translation always takes place within a specific historical and cultural context. The conditions and direction of translation activities are determined by societal factors such as community interests, cultural values, and power structures. Consequently, every aspect of translation, from text selection to translation strategy and final production, results from social negotiation and construction. This socially constructed nature of translation, along with its inherent complexities, significantly influences how we evaluate its quality.

d. Evaluating Translation Quality

Evaluating the quality of a translation requires a clear framework, as different theories of translation lead to different assessment criteria. Triki⁸ considered three key aspects: the translator's competence, the translation process, and the translated text as a final product. He clarified that a skilled translator ensures an accurate translation process, which ultimately results in a high-quality product. He also added that the final translation should be accurate, faithful, and authentic, meaning that it should have the same impact on target readers as the original text has on its audience⁸.

Additionally, translation quality is closely linked to the concept of equivalence, which ensures a meaningful connection between the source and target texts⁸. This corroborates Bell's¹⁹ viewpoint arguing that equivalence transcends grammatical accuracy, as an effective translation must convey the original writer's intentions and objectives while being well-received by the target audience. Another crucial factor in assessing translation quality is the identification of errors, which can be

¹⁶ Dickins J., Herve S., & Higgins I. - Thinking Arabic Translation: A Course in Translation Method - Arabic to English - Routledge, London, UK, 2002.

¹⁷ Catford, B. Grice's Cooperative Principle: Meaning and Rationality. Journal of Pragmatics, V. 39 - N.12 - 2007

¹⁸ Gutt, K. Some Uses of Yeah. Research on Language and Social Interaction, 26 -1993

¹⁹ Bell, R. Translation and Translating: Theory and Practice. Longman: London, 1995

categorized into errors of meaning, form, and compliance⁸. Correspondingly, the fewer errors a translated text contains, the higher its quality. Therefore, a comprehensive evaluation of translation quality should consider linguistic accuracy, pragmatic effectiveness, and the translator's ability to maintain the intended meaning across languages.

1.2 Pragmatic Competence

There is a consensus regarding the delineation of pragmatics^{8 20 21}. By and large, it is defined as the study of meaning in context and how language users interpret utterances based on situational factors. While early definitions described pragmatics as “meaning in use” or “meaning in context”, scholars have refined these definitions to highlight different aspects of pragmatics, including speech situations, the purpose and appropriateness of utterances, the relationship between linguistic structure and extralinguistic context, language users and their choices in communication, etc. Overall, pragmatics bridges sentence meaning with speaker intention, emphasizing how meaning is shaped by context and interaction.

This understanding of pragmatics lays the foundation for exploring pragmatic competence which plays a significant role in EFL learning by emphasizing the relationship between language use and context. Traditionally, pragmatics did not focus on real-life language use, but recent advancements, particularly the use of language corpora, have allowed researchers to analyze naturally occurring spoken and written data. Since language is highly context-dependent, its meaning often extends beyond individual sentences. Cutting²² identifies three types of spoken context: situational, background knowledge, and co-textual, all of which influence pragmatic choices based on factors such as power, status, gender, and age. Pragmatics does not assume a direct link between language form and function, but instead explores how utterances gain meaning in specific contexts. According to Hymes²³, language competence consists of both grammatical and communicative competence, with the latter being central to pragmatics.

Furthermore, O'keeffe et al.²⁰ argue that grammatical knowledge alone is insufficient for understanding language in use, reinforcing the importance of pragmatic competence in communication. Pragmatics plays a crucial role in understanding miscommunication in human interaction. According to Birner²⁴, since meaning often relies on implicature and inference rather than a strict encoding and decoding system, misunderstandings can easily arise. Although implicatures must be logically inferred, a single utterance can lead to multiple interpretations. Birner²⁴ illustrated with the statement “I'm cold” which may imply different requests or observations, such as asking someone to close the window, bring a blanket, or turn off the air conditioner. The intended meaning depends on the context, which influences how listeners interpret

²⁰ O'Keeffe A., Clancy B., & Adolphs S. - *Introducing Pragmatics in Use* - Routledge, New York, USA, 2011.

²¹ Hassan B. A. - *Literary Translation: Aspects of Pragmatic Meaning* - Cambridge Scholars Publishing, Newcastle upon Tyne, UK, 2011.

²² Cutting, J. *Pragmatics and Discourse*. Routledge: London, 2008

²³ Hymes, D. H. On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected Readings* (pp. 269-293). Penguin Books: Harmondsworth, 1972

²⁴ Birner B. J. - *Introduction to Pragmatics* - A John Wiley & Sons, Ltd., Publication (Wiley Blackwell), Oxford, UK, 2013.

the speaker's words. Building upon this understanding of pragmatic competence, which emphasizes the interplay between language, context, and speaker intention, it becomes clear that pragmatics plays a crucial role in successful communication, particularly within the complex landscape of translation.

a. Pragmatic Considerations in the Translation Process

Nida was among the first to emphasize the role of pragmatic knowledge in translation with his dynamic equivalence theory, which prioritizes conveying natural meaning^{25 26 21}. Although Nida's work only had a superficial connection to pragmatics, later scholars further explored the relationship between pragmatics and translation²⁵.

Pragmatics plays a crucial role in translation because it helps translators understand and convey meaning beyond words and grammar. Many scholars, including Hatim and Mason²⁷, argue that translation is more influenced by pragmatics than other areas of linguistics. This is because translation is not just about structure; it also involves understanding the purpose, context, and effect of the original text on its audience. Bernardo, as cited in Dicerto¹³, supports this idea by stating that a translator needs "textual competence", which means being able to interpret the meaning of the original text, including its symbolism and connotations, from a pragmatic perspective. Gutt¹⁸ further develops the idea with the concept of "interpretive resemblance", which means that a good-quality translation should produce similar effects on the target audience as the original text does on its readers. This idea suggests that translation is a process of communication, where the translator must balance linguistic accuracy with cultural and contextual understanding. Ultimately, pragmatics helps translators make informed choices to ensure that the translation is not only correct but also meaningful and relevant to its target audience.

Pragmatics focuses on how meaning is interpreted in context, considering both the speaker's intent and the listener's understanding. In translation, this requires attention to both literal and pragmatic meaning. Since language functions beyond reporting events and conveys cultural messages, translators must account for pragmatic aspects to accurately render meaning. Context plays a crucial role in meaning interpretation, influencing speech acts, implicatures, deixis, and metaphor resolution²¹. Hatim and Mason²⁷ emphasize that translation is not merely word transfer, but also the transmission of pragmatic effects, requiring cultural awareness. Translation involves both verbal and nonverbal components, and the effective management of pragmatic differences between languages presents a key challenge²⁶. Scholars, including Nida, have highlighted the importance of pragmatic knowledge in translation, with approaches like relevance theory explaining how translators interpret and convey communicative cues²⁶.

Achieving an accurate translation requires understanding both the contextual and implicit meanings of an utterance. Pragmatics plays a crucial role in translation by influencing how the source text is processed and the target text is conceptualized⁸. Hassan²¹ asserts that translators must be aware of

²⁵ Atashian, S. & Al-Maamari, S. Students' Awareness of Translating the Pragmatic Aspects of the English Language. *Asian Journal of Language, Literature and Culture Studies*, V. 7 - N. 1 - 2024

²⁶ Kahdistani, A. J. The Function of Pragmatics in Translation and the Pragmatic Challenges Translators Face. *Journal of Language and Linguistics in Society*, V. 2 - N. 5 - 2022

²⁷ Hatim, B. & Mason, I. *The Translator as Communicator*. Routledge: London, 1996

pragmatic differences to produce high-quality translations. Successfully recreating the pragmatic context in the target text depends on the translator's knowledge of both source and target cultures²⁵. Modern translators must recognize and convey the pragmatic aspects of texts, as pragmatic knowledge is essential for translation and cross-cultural communication. Ultimately, this understanding helps identify linguistic, cultural, and paralinguistic differences, facilitating connections between languages and cultures²⁶.

Atashian and Al-Maamari²⁵ indicate that Sperber and Wilson's relevance theory views translation as a communicative process governed by relevance principles. According to this theory, the translator must convey a meaningful message, while the listener interprets it based on its relevance to them. The theory emphasizes the importance of understanding intended meaning within context for both pragmatics and effective translation. Since several theories have explored the relationship between pragmatics and translation²⁵, relevance theory is considered the most appropriate framework for this study.

Enhancing pragmatic awareness can help translators avoid potential pragmatic errors by improving their ability to make sound judgments²⁶. One significant challenge in translation is the loss of effect, which can lead to a shift in coherence if the intended meaning of a word in the source text does not have an equivalent in the target language²¹. To maintain coherence, translators should minimize differences between the world-views presented in the source and target texts²¹. Hassan²¹ also argues that since the writer's intention is not directly available to the target language reader, preserving it is essential for effective translation. A possible solution to effect loss lies in pragmatic adaptation strategies, which allow translators to modify details assumed to be known while emphasizing unfamiliar aspects for the target audience²¹.

Context plays a crucial role in achieving equivalence, as it encompasses both linguistic and non-linguistic factors, including participant roles, spatial and temporal settings, formality level, medium, and subject matter²¹. However, defining context remains complex, as no universal criteria exist to determine its exact scope. Cutting²² explain that context can be categorized into situational, cultural, interpersonal knowledge, and co-textual knowledge contexts. This aligns with Hassan's²¹ view in the sense that it also reflects mutual beliefs and intentions between participants, making it a multi-dimensional concept. Even when an utterance is linguistically understood, full comprehension may still be hindered without awareness of its contextual background.

Pragmalinguistics and sociopragmatics both contribute to translation by integrating linguistic and contextual considerations. Demirezen²⁸ indicates that Pragmalinguistics, which combines grammar and pragmatics, provides methods and theories for translation and language teaching, focusing on the correct and practical use of linguistic structures. It aims to offer practical grammatical explanations and identify the most effective structures for communication. Sociopragmatics, on the other hand, merges sociolinguistics and pragmatics to examine how social and cultural contexts influence language use²⁸. It highlights the role of the physical and cultural setting in translation, as

²⁸ Demirezen, M. Pragmatics and Language Teaching. Hacettepe University Journal, V. 6 - N. 6 - 1991

meaning is shaped by society and its specific needs. Additionally, he maintains that sociopragmatics addresses challenges in speech act theory by ensuring that words and their associations align appropriately with their intended context.

b. Pragmatic Principles and their Role in Translation

Bell¹⁹ identifies three key pragmatic features that apply to translation: situationality, intentionality, and acceptability. Situationality refers to the appropriate use of language in a specific context, considering time and place, while intentionality focuses on the speaker's purpose in communication. Acceptability relates to how the target audience perceives and responds to the translated text. The pragmatic approach (PA) in translation, previously discussed by Widdowson, as cited in Hassan²¹, emphasizes external factors such as context, intention, and audience reception. After examining the existing research, Hassan²¹ reports that situationality highlights the role of context in interpreting meaning, as meaning depends on how new information connects with prior knowledge. Intentionality ensures that the sender's purpose is preserved in translation, as the translator bridges gaps between the original writer and the target audience, who may not share the same background knowledge. Finally, acceptability hinges on how the reader associates the translated text with prior knowledge and the expectations it creates²¹. The PA, therefore, ensures that translations maintain meaning and function effectively across languages and cultures. These key pragmatic features identified by Bell¹⁹ form the foundation of a broader pragmatic approach to translation, which considers the interplay of context, intention, and audience reception.

The pragmatic approach to translation (PA) emerged in the 1990s and is sometimes classified under text linguistic approaches alongside register and discourse analysis, though it is also categorized as part of discourse analysis²¹. While text analysis focuses on text organization, discourse analysis examines social relationships and interaction through texts. Pragmatics, which underlies the PA, is primarily concerned with inferences derived from communicative situations²¹. In this approach, situational meaning is crucial for interpreting messages, as understanding depends on the communication context. The relationship between sender and receiver also plays a pivotal role, influenced by the cultural background, presuppositions, and extralinguistic factors. Unlike purely syntactic or semantic analysis, the PA emphasizes how linguistic codes function in real communication.

c. Challenges in Pragmatic Translation

Hassan²¹ contends that implicit meaning and contextual interpretation present significant challenges in pragmatic translation, as meaning is often shaped by inferences, presuppositions, and implicatures rather than direct statements. It is also asserted by El-Gamal²⁹ that presuppositions rely on shared background knowledge, while implicatures emerge from indirect communication strategies, making their translation complex. According to Hassan's²¹ review, failure to account for these implicit elements can lead to pragmatic failure and misinterpretation. Context plays a crucial role in meaning construction, encompassing not only the immediate setting but also broader

²⁹ El-Gamal, G. Translation and Literary History: An Indian View. In: S. Bassnett et al. (eds.), *Post-Colonial Translation: Theory and Practice*. Routledge: London & New York, 1999

cultural beliefs and audience expectations³⁰. That is, since different audiences may interpret the same text differently based on their assumptions and co-text, translators must carefully adjust for these variations to preserve the original communicative effect.

Speech act theory, introduced by Austin³¹ and further developed by Searle³², explains how language performs actions through locutionary, illocutionary, and perlocutionary acts, all of which must be considered in translation to preserve meaning and impact⁸. Hassan²¹ contends that since speech acts often depend on context, translators must interpret both direct and indirect expressions accurately to maintain their intended force in the target language. He also argues that differences in linguistic structures and cultural norms can alter the illocutionary force, affecting the perlocutionary outcome, as seen when a directive in Arabic was weakened in English by using “will” instead of “must”. Aligning with this view, Triki⁸ determines that pragmatic equivalence is essential in ensuring that speech acts retain their intended communicative effect across languages. Without this, communication is likely to be ineffective, and misunderstandings are almost certain¹². Therefore, drawing on Hassan’s²¹ insights, translators must carefully consider both linguistic and cultural factors to ensure that speech acts function as intended in different languages.

Just as speech act theory emphasizes the importance of conveying intended meaning, the concept of politeness, as explored by Leech³³, further underscores the complex interplay of social and cultural factors in successful translation. Leech’s Politeness Principle (PP) builds on Grice’s Cooperative Principle (CP) to explain how social and cultural factors influence language use, particularly in translation. While politeness is a universal concept, its application varies across cultures, making it challenging for translators to transfer politeness strategies between languages without causing pragmatic failure³⁴.

As noted by Hassan²¹, different cultures prioritize direct or indirect communication, which affects how politeness is expressed and interpreted. From his perspective, translators must adapt linguistic expressions to maintain social harmony and avoid face-threatening acts (FTAs), considering factors such as honorifics, requests, and taboo expressions. In literary translation, preserving politeness strategies is crucial for maintaining character relationships and social dynamics. Cross-cultural studies highlight how languages like English, German, Spanish, and Japanese express politeness differently, influencing translation choices³⁰. Accordingly, achieving politeness equivalence requires adjusting directness, explicitness, and conversational norms to ensure that the translated text conveys the intended level of politeness appropriately across languages.

Additionally, Baker¹⁴ points out that idioms and culture-bound expressions pose significant challenges in translation due to their fixed structure and non-literal meanings, which often lack direct equivalents in the target language. Some idioms are easily recognizable due to their unusual

³⁰ Hickey L. - *The Pragmatics of Translation: Topics in Translation - Multilingual Matters*, England, UK, 1998.

³¹ Austin, J. L. *How to Do Things with Words*. Oxford University Press: Oxford, 1962

³² Searle, J. R. *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge University Press: Cambridge, 1979

³³ Leech, G. *Principles of Pragmatics*. Longman: London & New York, 1983

³⁴ Fawcett, P. *Linguistic Approaches*. In: M. Baker et al. (eds.), *Routledge Encyclopedia of Translation Studies*. Routledge: London & New York, 2001

structure, while others can be misleading because they allow both literal and figurative interpretations, increasing the risk of misinterpretation¹⁴. He also contends that since idioms reflect cultural knowledge and societal norms, translating them requires finding culturally appropriate alternatives rather than relying on word-for-word translations. This view is also substantiated by Triki⁸, who indicates that cultural differences further complicate the process, as some expressions may not exist in the target language. To address this, Baker¹⁴ suggests that in order to ensure idiomatic accuracy, translators are advised to work into their native language and consider both linguistic and cultural contexts.

Furthermore, non-equivalence is a significant challenge in translation, occurring at both linguistic and pragmatic levels. Triki⁸ states that linguistic non-equivalence involves differences in grammar, vocabulary, and structure, whereas pragmatic non-equivalence relates to cultural and communicative contexts. Lexical-semantic problems, grammatical issues, rhetorical difficulties, and cultural barriers further complicate translation^{11 20}. Additionally, Akramovna¹⁰ illustrates that differences in text types and functions require varied translation strategies, particularly between legal and literary texts. Pragmatic transfer, where native language rules interfere with meaning in a second language, also poses a challenge, according to Dali Youcef¹². Effective translation requires an awareness of these factors to ensure accurate and meaningful communication.

2. Results

2.1 Demographic Profile of Participants

The demographic data reveals that the majority of participants are Master's students, suggesting advanced academic standing and more exposure to linguistic and translation-related concepts. While over half have received formal translation training through university courses, a significant portion has either engaged in self-study or has no formal training, highlighting an interest in translation outside structured curricula, possibly due to a perceived gap in formal education. Furthermore, the frequency of translation practice is low, with most participants translating only occasionally or rarely, which may indicate a potential struggle with pragmatic nuances in translation.

2.2 Analysis of Challenges in Translating Pragmatic Meaning

The second section of the survey explores the difficulties Algerian EFL learners face when translating pragmatic meaning, as well as the external factors influencing their translation performance. The data highlights key challenges related to recognizing indirect meanings, handling speech acts, maintaining politeness levels, and translating culture-bound expressions.

a. Common Challenges in Pragmatic Translation

Participants reported struggling most with interpreting idiomatic expressions and metaphors (53.57%) and finding equivalent expressions in Arabic (44.64%). Additionally, 39.29% found it difficult to recognize indirect meanings, such as sarcasm and irony. These results suggest that a significant challenge lies in understanding implicit meanings that require deeper contextual and cultural awareness. Furthermore, 30.36% identified literal translation as a major issue, often

leading to misinterpretation. This highlights the tendency of EFL learners to rely on word-for-word translation rather than adapting meaning pragmatically.

b. External Factors Affecting Pragmatic Translation

Among external factors, 44.64% of participants chose the influence of their first language (Arabic/French) as a major barrier, while 40.18% pointed to limited vocabulary and grammatical knowledge. Additionally, 34.82% highlighted their limited cultural knowledge, and 30.36% noted their lack of exposure to native speaker discourse. These findings suggest that linguistic interference, combined with insufficient cultural immersion, significantly impacts learners' ability to interpret and translate pragmatic meaning accurately.

c. Types of Misinterpretations in Translation

The most frequently reported misinterpretation was over-explaining meaning instead of translating concisely (44.64%), followed by over-literal translations that ignore pragmatics (37.50%). This implies that learners either translate too literally, leading to unnatural expressions, or compensate by adding unnecessary explanations, which may distort the intended meaning. Additionally, 30.36% noted difficulty in maintaining the appropriate level of formality, suggesting challenges in adjusting to different social registers.

d. Difficulties in Translating Speech Acts

Among speech acts, 57.14% of participants believed that cultural differences in how speech acts are performed, is the major challenging aspect of translation. Additionally, 41.07% stated that the lack of direct equivalents in Arabic further complicates the process. The most challenging speech acts to translate were expressing disagreement (35.71%) and refusals (19.64%), as they often require subtle politeness strategies that differ between languages, making direct translation difficult.

Furthermore, only ten participants provided diverse other responses. Some believed that all speech acts were easy to translate, while others cited professional terms outside their knowledge, literary phrases, and idiomatic expressions as particularly challenging. A few participants stated they had not personally faced this challenge, indicating variability in individual experiences and translation exposure.

e. Challenges in Translating Politeness

A majority of participants (62.50%) stated that maintaining the same level of politeness across languages is difficult. Additionally, 19.64% noted that some polite English phrases sound too formal in Arabic, while others found Arabic politeness too direct in English. These findings suggest that learners struggle with adjusting politeness to fit the norms of the target language, often leading to pragmatic mismatches.

f. Difficulties in Translating Culture-Bound Expressions

Cultural differences pose a significant barrier in translation. 57.14% of participants noted that Arabic idioms and expressions often carry cultural meanings that do not exist in English, while 37.50% reported difficulty recognizing idioms altogether. Furthermore, 35.71% stated that literal translation results in a loss of meaning, reinforcing the need for learners to adopt more flexible translation strategies.

Additionally, only one participant, who suggested another difficulty in translating culture-bound expressions, expressed that the lack of cultural knowledge hinders effective translation. They emphasized that EFL learners need more exposure to the target language to adapt and successfully convey meaning through translation. This highlights the importance of cultural immersion in developing pragmatic translation skills.

In summary, the findings of this section highlight that Algerian university EFL learners face significant challenges in translating pragmatic meaning, particularly due to cultural differences, lack of direct equivalents, and difficulties in recognizing implied meanings. Speech acts, politeness levels, and culture-bound expressions present notable obstacles, often leading to misinterpretations. These challenges underscore the need for enhanced pragmatic awareness and exposure to native discourse.

2.3 Analysis of the Pragmatic Awareness Scale Data

This section of the questionnaire aimed to assess the participants' pragmatic awareness in translation using a 12-item scale. First, the reliability analysis is conducted to assess the internal consistency of the scale and its accuracy in measuring the intended construct. Then, descriptive statistics are presented to summarize participants' overall performance, including measures of central tendency and distribution. Finally, participants are categorized into three awareness levels -low, moderate, and high levels- to provide a clearer understanding of their pragmatic awareness in translation.

a. Reliability Analysis of the Pragmatic Awareness Scale

Table 1. Reliability Statistics

Cronbach's	
Alpha	N of Items
0.939	12

The reliability analysis produced a Cronbach's Alpha of 0.939, indicating excellent internal consistency among the 12 items. A coefficient above 0.9 suggests that the scale effectively measures a unified construct with minimal measurement error. This high reliability confirms that the items are strongly interrelated, ensuring the scale's suitability for further statistical analysis.

Table 2. Descriptive Statistics of the Scale Item Responses

	Item	Mean	SD
Item 1	Identifying implied meanings in conversations	3.38	0.893
Item 2	Understanding implied meanings when unstated	3.45	1.114
Item 3	Recognizing sarcasm or irony	3.38	1.202
Item 4	Considering implicit meaning when translating	3.69	1.115
Item 5	Comparing multiple translations for pragmatic accuracy	3.29	1.450
Item 6	Prioritizing context in translation	3.34	1.339
Item 7	Checking context before translating	3.23	1.369
Item 8	Awareness of first language influence on translation	3.13	1.330
Item 9	Awareness of different speech acts in translation	2.94	1.324
Item 10	Adjusting translation based on formality	2.98	1.329
Item 11	Recognizing indirect requests	2.91	1.449
Item 12	Considering politeness levels when translating	2.46	1.252

The results displayed on Table 02 provide insights into participants' ability to interpret and translate pragmatic meaning accurately. The highest mean score was observed for considering implicit meaning when translating ($M = 3.69$, $SD = 1.115$), indicating that participants generally recognize the importance of accounting for indirect meanings such as sarcasm, irony, and indirect requests in translation. Similarly, understanding implied meanings when unstated ($M = 3.45$, $SD = 1.114$) and identifying implied meanings in conversations ($M = 3.38$, $SD = 0.893$) suggest that learners have a moderate to strong awareness of implicit meanings. However, the higher standard deviations indicate variability in responses, suggesting that some participants struggle with these aspects more than others.

Recognizing sarcasm or irony ($M = 3.38$, $SD = 1.202$) received a moderate rating, which aligns with previous findings that sarcasm and irony are challenging due to cultural and contextual dependencies. This is further reinforced by the relatively high score for comparing multiple translations for pragmatic accuracy ($M = 3.29$, $SD = 1.450$), implying that participants recognize the necessity of verifying multiple interpretations to ensure pragmatic adequacy.

Regarding contextual awareness, prioritizing context in translation ($M = 3.34$, $SD = 1.339$) and checking context before translating ($M = 3.23$, $SD = 1.369$) indicate that learners understand the significance of context, though their application of this principle may not be consistent. Additionally, awareness of first language influence on translation ($M = 3.13$, $SD = 1.330$) suggests that learners acknowledge the potential impact of L1 on their translation choices, which can lead to pragmatic errors if not managed effectively.

On the other hand, lower mean scores were observed for awareness of different speech acts in translation ($M = 2.94$, $SD = 1.324$) and adjusting translation based on formality ($M = 2.98$, $SD = 1.329$), suggesting that participants struggle to distinguish between different speech acts and adapt their translation accordingly. This is further evidenced by the even lower mean scores for recognizing indirect requests ($M = 2.91$, $SD = 1.449$) and considering politeness levels when

translating ($M = 2.46$, $SD = 1.252$), indicating that many participants face difficulties in adjusting for politeness conventions across languages. The relatively high standard deviations in these items also suggest variability in participants' abilities, possibly reflecting differences in training or exposure to pragmatic nuances in translation.

Overall, while participants demonstrate a general awareness of pragmatic meaning and its importance in translation, their ability to apply this knowledge varies. Contextual considerations appear to be moderately understood, but challenges remain in handling politeness, indirect requests, and speech act differentiation. These findings highlight the need for targeted training in pragmatics-focused translation strategies to enhance learners' ability to navigate implicit meaning more effectively.

b. Participants' Pragmatic Awareness Levels

To analyze participants' levels of pragmatic awareness in translation, we calculated their total scores based on their responses to the 12 items in the questionnaire. Each participant's score ranged from a minimum of 12 to a maximum of 60, with higher scores indicating greater awareness. To interpret these results, the scores were categorized into three levels: low awareness (12–35), moderate awareness (36–47), and high awareness (48–60). This categorization allowed for the identification of overall patterns in the data and the determination of whether participants' scores were skewed toward high or low awareness.

Table 3. Descriptive Statistics of Participants' Pragmatic Awareness Scale Scores

		Statistic	Std. Error
Pragmatic Awareness Scale	Mean	38,18	1,116
	Median	40,50	
	Std. Deviation	11,816	
	Minimum	17	
	Maximum	59	
	Range	42	
	Skewness	-0,216	0,228

The Descriptive Statistics displayed on Table 03 provides key insights into participants' scores on the Pragmatic Awareness Scale. The mean score ($M = 38.18$, $SD = 11.82$) suggests that, on average, participants demonstrated a moderate level of awareness. However, the median score (40.50) is slightly higher than the mean, indicating a slight left skew in the distribution.

The minimum score (17) and maximum score (59) highlight the range of variation in participants' responses, with a range of 42 points, suggesting significant differences in awareness levels among participants. The standard deviation (11.82) indicates a relatively high dispersion of scores, meaning that awareness levels vary considerably across participants.

The skewness value of -0.216 falls within the range of -0.5 to 0.5, indicating that the distribution is approximately normal. This suggests that the scores are fairly balanced across awareness levels,

with no strong skew toward either high or low awareness. The standard deviation of 11.816 further confirms a moderate spread of scores around the mean. In other words, we deduce that most participants fall into the moderate awareness category, with fewer in the low and high ranges.

Table 4. Distribution of Participants' Pragmatic Awareness Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Awareness	44	39,3	39,3	39,3
	Moderate Awareness	36	32,1	32,1	71,4
	High Awareness	32	28,6	28,6	100,0
Total		112	100,0	100,0	

As shown on Table 04, the highest proportion of participants (39.3%) falls into the Low Awareness category, suggesting that many struggle with pragmatic aspects of translation. Meanwhile, Moderate Awareness accounts for nearly one-third of the sample (32.1%), indicating partial competence but potential difficulties in specific areas. Only 28.6% demonstrate High Awareness, reflecting strong pragmatic translation skills. With 71.4% of participants scoring at Low or Moderate levels, the findings highlight the need for enhanced training in pragmatic awareness and translation strategies.

2.4 Analysis of the Translation Test Data

The translation test was scored out of 14, and the scores of all participants were analyzed to examine potential relationships between translation performance and pragmatic awareness levels. Before conducting the correlation test, it was essential to assess the normality of the distribution. SPSS was used to generate the Shapiro-Wilk test of normality.

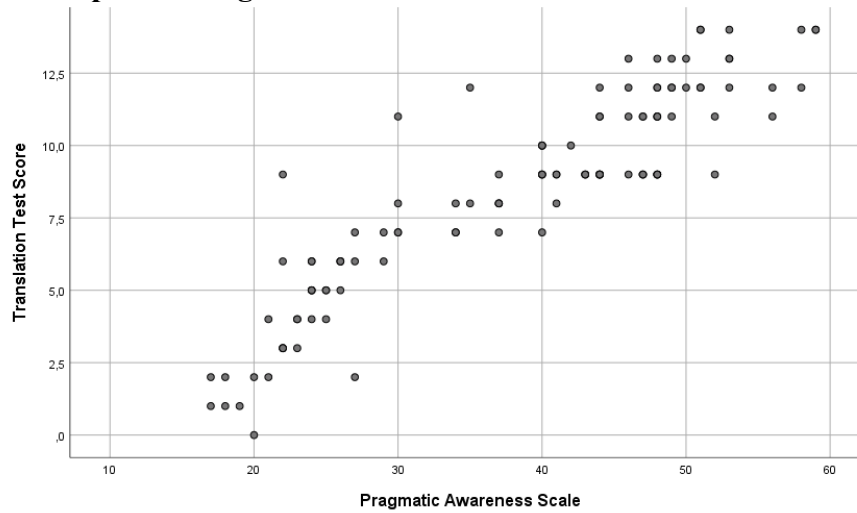
Table 5. SPSS generated table of the Test of Normality

	Statistic	df	Sig.
Pragmatic Awareness Scale	0,934	112	0,000
Translation Test Score	0,956	112	0,001

The results displayed on Table 05 indicate that the distribution of both the Pragmatic Awareness Scale scores ($p = 0.000$) and the Translation Test scores ($p = 0.001$) significantly deviates from normality, as their p-values are below the critical value of 0.05. This suggests that the data is not normally distributed, requiring the application of Spearman Correlation Test to explore the relationship between the two variables.

First, before running the test, we had to check whether the relationship between the two variables is monotonic or not. That is to say, we examined if we really have a linear relationship between the two research variables. SPSS is used to draw a Scatter Plot (Figure 01) in order to facilitate the observation.

Fig. 1. Scatterplot of Pragmatic Awareness Levels and Translation Test Scores



In the scatter diagram, the horizontal axis represents the Pragmatic Awareness scores, whereas the vertical axis represents the Translation Test Scores. From this graph, we need to interpret two essential aspects of the scores. First, the points on the scatterplot tend to form a virtual - approximately- straight line with a direction from the lower left to the upper right. Second, the direction of scores shows that when Pragmatic Awareness levels increase, the Translation accuracy rises as well, indicating a positive association. These two remarks from studying this scatterplot allow us to consider Pragmatic Awareness level and translation test performance as positively correlated. Since there is no perfect relationship, we can observe that the Translation Test scores do not have an ideal descending order.

After this, SPSS is used to generate the non-parametric correlation test.

Since we are investigating the relationship between two ordinal variables, and the data is not normally distributed, the most appropriate statistical test is the Spearman (r_s) Correlation Coefficient. This non-parametric test measures the strength and direction of a monotonic relationship between two variables. The Spearman correlation coefficient (r_s) ranges from +1 to -1 where a value of 0 indicates no correlation at all. The numbers indicate the strength of the correlation and valence signs indicate its direction.

Table 6. The SPSS Generated Results of the Non-parametric Spearman Correlation Test

		Pragmatic Awareness Scale	Translation Test Score
Spearman's rho	Pragmatic Awareness Scale	Correlation Coefficient	1,000
		Sig. (2-tailed)	0,806**
		N	. 112
Translation Test Score	Translation Test Score	Correlation Coefficient	0,806**
		Sig. (2-tailed)	1,000
		N	0,000 112

** . Correlation is significant at the 0.01 level (2-tailed).

The Spearman Correlation Test generated a single table includes four cells of numerical data (Table 06). We need only the top-right cell because it contains all the necessary results. First, the

significance of the test should be interpreted. As displayed in Table 00, the p-value is less than 0.005; conventionally, it is less than 0.05. Therefore, we conclude that there is a statistically significant relationship between the two research variable. In addition, as explained earlier, the closer the coefficient r_s is to +1, the stronger the positive linear correlation between the two variables is. From the table of test statistics, we see that $r_s = 0.806$ which reflects a strong statistical significant positive correlation between the participants' pragmatic awareness level and their translation performance. Consequently, the null hypothesis (H_0) of the Spearman Correlation Test which states that: "There is no statistically significant correlation between Algerian university EFL learners' pragmatic awareness and their translation performance" is rejected.

Calculating the Coefficient of Determination

Although the correlation measures the degree of relationship, many researchers recommended using the coefficient of determination as a way of determining the degree to which we can predict the dependent variable from the independent variable. In other words, calculating the coefficient of determination allows us to calculate the percentage of variance in the independent variable that is associated with the dependent variable. To report the result, we say that the variation in the independent variable statistically explains ($r_s^2 \times 100$) of the variation in the dependent variable. Therefore, the coefficient of determination which is calculated by squaring the Spearman correlation coefficient (r_s) was used to assess the percentage of variability in the translation performance that can be determined or explained by the participants' pragmatic awareness levels.

In our case, the obtained r_s equals 0.806 and r_s^2 equals 0.6496. As a result, we can say that the variation in the pragmatic awareness level statistically explains 64.96% (0.6496×100) of the variation in the translation performance.

2.5 Analysis of the Participants' Final Comments and Suggestions

In the final section of the questionnaire, participants were given the opportunity to express their thoughts on improving their ability to translate pragmatic meaning accurately. The responses indicate that the majority (71.42%) believe that more practice with real-life translation tasks would be the most beneficial, followed by increased exposure to native speakers (46.42%) and formal training in pragmatics and translation (41.07%). These findings suggest that participants recognize the importance of both practical experience and theoretical instruction in enhancing their translation skills.

Additionally, the open-ended responses provide limited but still valuable qualitative insights. One participant emphasized the need to expand vocabulary across various domains such as science and politics, which highlights the role of lexical competence in pragmatic translation. Another participant raised an interesting perspective on the translator's mental and physical state, arguing that "stress, illness, or lack of motivation could negatively impact translation performance". This comment aligns with research on cognitive and psychological factors in translation, suggesting that

a translator's well-being may influence their ability to process and convey pragmatic meaning effectively.

Overall, these responses reinforce the idea that a combination of structured training, immersive exposure, and hands-on practice is crucial for mastering pragmatic translation. They also open avenues for further investigation into the cognitive and psychological dimensions of translation performance.

3. Discussion

The present study aimed to investigate the challenges faced by Algerian university EFL learners in pragmatic translation, explore the correlation between pragmatic awareness and translation performance, and assess the extent of learners' pragmatic awareness in translation. Through quantitative insights supported by statistical tests, the findings provide valuable evidence supporting the research hypotheses and contributing to the existing body of literature on pragmatics and translation.

The first research question aimed to identify the challenges Algerian EFL learners encounter in pragmatic translation. The findings indicate that learners face considerable difficulties, particularly in comprehending and accurately interpreting implied meaning, cultural references, and speech acts.

The analysis highlights several key challenges, including difficulties in handling idioms, indirect meanings, politeness strategies, and speech acts. These challenges stem not only from linguistic gaps but also from cultural differences and limited exposure to authentic discourse. Additionally, an over-reliance on literal translation and struggles with adjusting formality contribute to frequent misinterpretations. The responses also reveal individual differences in perceived challenges, with some learners struggling more with professional terminology or idiomatic expressions, while others feel relatively confident in their translation abilities. Overcoming these difficulties requires greater emphasis on developing pragmatic awareness, increasing exposure to native speaker discourse, and receiving structured training in culturally appropriate translation strategies.

These findings align with previous research, such as Atashian and Al-Maamari²⁵ and Kahdistani²⁶, which underscore the complexity of pragmatic meaning and its significance in translation. Moreover, participants' responses to the questionnaire further reinforced the need for increased exposure to native speakers, formal training in pragmatics, and practice with real-life translation tasks. This suggests that pragmatic competence is not an automatic byproduct of general linguistic proficiency but rather requires explicit instruction and immersion in contextualized language use.

The second research question examined whether there is a statistically significant correlation between pragmatic awareness and translation performance. The results of the Shapiro-Wilk test indicated that the data were not normally distributed, necessitating the use of Spearman's rank correlation coefficient. The analysis revealed a strong positive correlation ($r_s = 0.806$, $p = 0.000$), thereby rejecting the null hypothesis (H_0) and confirming the alternative hypothesis (H_1). To further interpret the strength of this correlation, the coefficient of determination was calculated, yielding a value of 0.65. This indicates that 65% of the variance in translation performance can be explained

by learners' pragmatic awareness, suggesting that a higher level of pragmatic awareness is strongly associated with better translation accuracy. The remaining 35% of variance may be attributed to other factors such as linguistic proficiency, contextual knowledge, or cognitive processing strategies. This finding reinforces the argument that developing pragmatic competence is essential for effective interpretation and better translation performance, as argued by Dicerto¹³ and Baker¹⁴. It also reinforces the notion that pragmatic competence is a critical factor in translation accuracy, particularly when dealing with implicit meaning and cultural nuances.

The third research question aimed to assess the extent to which Algerian university EFL learners demonstrate pragmatic awareness in translation. The study's results indicate that learners display varying levels of pragmatic awareness, with many showing a generally moderate to low level. This finding aligns with previous research by Biskri et al.⁷ and Boukhelef and Babou¹⁵, which emphasize the gap between theoretical knowledge and practical application in translation studies. The participants' comments suggest that pragmatic awareness is influenced by multiple factors, including vocabulary knowledge, cognitive and psychological states, and exposure to authentic language use. One participant notably highlighted the impact of a translator's mental and physical state on performance, which opens a new dimension for considering cognitive and affective factors in translation studies.

• Conclusion

In conclusion, the study provides empirical evidence that Algerian university EFL learners face considerable challenges in pragmatic translation, particularly in interpreting implied meanings and cultural references. The findings confirm a statistically significant positive correlation between pragmatic awareness and translation performance, reinforcing the importance of pragmatic instruction in translation studies. Additionally, learners demonstrate varying levels of pragmatic awareness, with many struggling to apply pragmatic principles effectively. Addressing these challenges requires a multidimensional approach that integrates theoretical knowledge, practical experience, and cognitive considerations into translation training programs. These findings contribute to the growing body of research on translation studies and pragmatics, offering valuable insights for educators, researchers, and language practitioners.

Even though this study offers valuable insights for educators, researchers, and language practitioners, the generalizability of the findings must still be considered carefully. The random selection of participants from various Algerian universities enhances the study's external validity by ensuring a diverse representation of EFL learners. However, while the sample size (N = 112) is statistically sufficient for meaningful analysis, broader generalization remains limited. Factors such as regional educational disparities, variations in curricula, and differing levels of exposure to pragmatic instruction may influence the extent to which these findings apply to the entire population of Algerian EFL learners. However, to strengthen external validity, future research should expand the sample size, include learners from different universities and educational settings,

and explore cross-cultural perspectives to determine whether these challenges are unique to Algerian EFL learners or reflect a more universal pattern in translation studies.

Building on these findings, it is essential to consider their broader implications and explore practical recommendations that can enhance future research and practice in this area. Specifically, introductory translation courses should prioritize functional, real-world texts rather than literary ones to better prepare students for professional challenges. Besides, explicit instruction in idiom translation and context-based adaptation should be incorporated to help students develop effective cross-cultural translation skills. Hence, future studies should further examine the impact of pragmatic training on translation quality and explore pragmatic challenges in various language pairs.

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